

New York State School Report Card Comprehensive Information Report

BEDS Code: 05-03-01-04-0002

Grade Range : 6-12

Name: Weedsport Junior-Senior High School

Principal: L. Rice & P. Grome

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	83	92	76
Ungraded Elementary	0	0	0
Seventh	76	91	98
Eighth	97	82	88
Ninth	100	100	86
Tenth	98	98	102
Eleventh	87	93	98
Twelfth	77	86	83
Ungraded Secondary	0	0	0
Total K-12 Enrollment	618	642	631

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	1.5%	8	1.2%	7	1.1%
Black (Not Hispanic)	3	0.5%	5	0.8%	6	1.0%
Hispanic	2	0.3%	3	0.5%	2	0.3%
White (Not Hispanic)	604	97.7%	626	97.5%	616	97.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	19
English Grade 8	22	17	0
Mathematics Grade 8	23	17	22
Science Grade 8	24	20	22
Social Studies Grade 8	24	20	22
English Grade 10	22	23	25
Mathematics Grade 10	0	29	21
Science Grade 10	13	24	23
Social Studies Grade 10	22	24	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	1	0.2%
Eligible for Free Lunch	36	5.8%	36	5.6%	34	5.4%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		95.6%		95.0%
Student Suspensions	26	4.2%	48	7.8%	41	6.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.7%	2.5%	3.5%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	97%	95%	98%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	64	61	95%	71	52	73%	75	53	71%
Students with Disabilities	9	0	0%	3	0	0%	4	0	0%
All Students	73	61	84%	74	52	70%	79	53	67%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	41	28	4	2	4	0
Percent	52%	35%	5%	3%	5%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	2	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			4		5	
	Entered GED Program*			3		4	
	Total Noncompleters			7		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	4	1.1%	4	1.1%	5	1.4%
	Entered GED Program*	2	0.6%	3	0.8%	4	1.1%
	Total Noncompleters	6	1.7%	7	1.9%	9	2.4%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	100%	34	100%	40	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	44	98%	36	94%	41	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	4	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	4	#	1	#
Science	9	78%	1	#	4	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	1	#
Global Studies	3	#	2	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	92	83	89	3	7	6
Number Scoring 55–100	91	80	84	#	6	4
Number Scoring 65–100	89	79	80	#	5	3
Number Scoring 85–100	45	49	50	#	1	1
Percentage of Tested Scoring 55–100	99%	96%	94%	#	86%	67%
Percentage of Tested Scoring 65–100	97%	95%	90%	#	71%	50%
Percentage of Tested Scoring 85–100	49%	59%	56%	#	14%	17%
Mathematics A						
Number Tested	0	0	95	0	0	3
Number Scoring 55–100	0	0	84	0	0	#
Number Scoring 65–100	0	0	84	0	0	#
Number Scoring 85–100	0	0	42	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	44%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	88	90	90	8	6	5
Number Scoring 55–100	88	89	85	8	6	5
Number Scoring 65–100	81	85	84	3	4	4
Number Scoring 85–100	36	35	45	0	0	0
Percentage of Tested Scoring 55–100	100%	99%	94%	100%	100%	100%
Percentage of Tested Scoring 65–100	92%	94%	93%	38%	67%	80%
Percentage of Tested Scoring 85–100	41%	39%	50%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	88	84	95	3	6	10
Number Scoring 55–100	85	82	92	#	5	8
Number Scoring 65–100	77	75	92	#	1	8
Number Scoring 85–100	36	24	47	#	0	2
Percentage of Tested Scoring 55–100	97%	98%	97%	#	83%	80%
Percentage of Tested Scoring 65–100	88%	89%	97%	#	17%	80%
Percentage of Tested Scoring 85–100	41%	29%	49%	#	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	88	90	86	8	4	4
Number Scoring 55–100	87	90	86	7	#	#
Number Scoring 65–100	85	89	82	5	#	#
Number Scoring 85–100	30	40	43	0	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	88%	#	#
Percentage of Tested Scoring 65–100	97%	99%	95%	62%	#	#
Percentage of Tested Scoring 85–100	34%	44%	50%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	99	90	75	9	7	6
Number Scoring 55–100	92	90	66	4	7	4
Number Scoring 65–100	87	88	63	2	5	3
Number Scoring 85–100	52	69	37	0	2	0
Percentage of Tested Scoring 55–100	93%	100%	88%	44%	100%	67%
Percentage of Tested Scoring 65–100	88%	98%	84%	22%	71%	50%
Percentage of Tested Scoring 85–100	53%	77%	49%	0%	29%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		57	68		0	0
Number Scoring 55–100		54	58		0	0
Number Scoring 65–100		38	47		0	0
Number Scoring 85–100		7	9		0	0
Percentage of Tested Scoring 55–100		95%	85%		0%	0%
Percentage of Tested Scoring 65–100		67%	69%		0%	0%
Percentage of Tested Scoring 85–100		12%	13%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	34	34	38	0	0	0
Number Scoring 55–100	34	34	38	0	0	0
Number Scoring 65–100	34	34	38	0	0	0
Number Scoring 85–100	17	12	23	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	35%	61%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	24	34	25	0	0	0
Number Scoring 55–100	24	34	24	0	0	0
Number Scoring 65–100	24	31	24	0	0	0
Number Scoring 85–100	18	15	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	91%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	44%	64%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	77	90	2	2	2	0
Number Scoring 55–100	51	80	#	#	#	0
Number Scoring 65–100	40	75	#	#	#	0
Number Scoring 85–100	17	38	#	#	#	0
Percentage of Tested Scoring 55–100	66%	89%	#	#	#	0%
Percentage of Tested Scoring 65–100	52%	83%	#	#	#	0%
Percentage of Tested Scoring 85–100	22%	42%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	66	43	65	1	0	0
Number Scoring 55–100	61	37	48	#	0	0
Number Scoring 65–100	56	35	45	#	0	0
Number Scoring 85–100	38	13	19	#	0	0
Percentage of Tested Scoring 55–100	92%	86%	74%	#	0%	0%
Percentage of Tested Scoring 65–100	85%	81%	69%	#	0%	0%
Percentage of Tested Scoring 85–100	58%	30%	29%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	97%	36	100%	39	97%
Students with Disabilities	5	100%	8	75%	10	60%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	76	0%	13%	64%	22%
	Students with Disabilities	10	0%	50%	50%	0%
	All Students	86	0%	17%	63%	20%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	79	79	79	5	5	5	84	84	84
Number Scoring 55–64	0	2	0	2	3	2	2	5	2
Number Scoring 65–84	40	51	33	1	0	1	41	51	34
Number Scoring 85–100	36	23	43	1	0	0	37	23	43
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)